



Bayonne Board of Education Administrator Professional Development Plan

District Name	School Name	Date
Bayonne Board of Education	Bayonne H.S.	9/17/2026
Administrator Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Makowski, Keith	John Niesz	7/1/2026 - 6/30/2027

I. Professional Learning Goals

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	NJ is one of the last States to rely almost exclusively on the discrepancy formula because it is a "wait to fail" model and because it does not provide information about the individual learning strengths and weaknesses of students. Regardless of whether this bill becomes law, the US Department of Education (USDE) discourages the use of the discrepancy formula. Current NJ regulations governing special education already allow for an analysis of patterns of strengths and weaknesses (PSW), and Response to Intervention (RTI) approaches to identification of Specific Learning Disability (SLD). In addition, the NJDOE has required districts to focus on developing a quality, well-defined tiered system of supports (NJTSS). Indeed, this has been added as an element of State monitoring as of September 2020, with greater focus more recently on NJTSS during monitoring. Helping our staff understand the interconnections between NJTSS, MTSS, RTI, and PSW is a necessary component of the overall effort to identify students' individual needs sooner and provide appropriate, targeted, individually designed instruction using the students' own strengths to remediate/compensate for weaknesses.	Teachers will require professional development on the new law and its implementation. Bayonne School District, New Jersey Tiered System of Supports (NJTSS) Teams will require additional training to identify PSW. Child Study Teams (CSTs) will need additional training to analyze test results in a different way and NJTSS team members will need instruction in data analysis and use of data to more specifically design effective, individualized instructional strategies for individual students. By June 30, 2027, the Bayonne Public School District will continue to provide professional development for Administrators, Teachers, Special Education Staff (CST / Providers), Specialists / Interventionists / Coaches / Counselors and continue to provide professional development to district and school based NJTSS Teams and Data Teams.
2	Improve the successful transition of incoming freshmen into Bayonne High School by establishing consistent schoolwide expectations, increasing student connectedness, and providing targeted academic and behavioral support during the first year of high school.	Freshman year is a critical indicator of future academic success, attendance, and graduation. Data collected through attendance records, discipline reports, course performance, and counselor feedback indicate that students benefit from early intervention, consistent expectations, and proactive communication with families. Strengthening freshman transition supports will improve student engagement and overall school climate.
3	Strengthen instructional leadership through meaningful classroom observations, timely feedback, and collaborative coaching conversations that promote reflective teaching practices and continuous professional growth.	The Marshall Evaluation Rubric emphasizes instructional leadership, observation, feedback, and continuous improvement. Through regular classroom visits and coaching conversations, administrators promote effective instructional practices while fostering teacher growth and student achievement.

2. Professional Learning Activities

No.	Professional Learning Goals	Initial Activities	Estimated Hours	Completion Date
1	NJ is one of the last States to rely almost exclusively on the discrepancy formula because it is a "wait to fail" model and because it does not provide information about the individual learning strengths and weaknesses of students. Regardless of whether this bill becomes law, the US Department of Education (USDE) discourages the use of the discrepancy formula. Current NJ regulations governing special education already allow for an analysis of patterns of strengths and weaknesses (PSW), and Response to Intervention (RTI) approaches to identification of Specific Learning Disability (SLD). In addition, the NJDOE has required districts to focus on developing a quality, well-defined tiered system of supports (NJTSS). Indeed, this has been added as an element of State monitoring as of September 2020, with greater focus more recently on NJTSS during monitoring. Helping our staff understand the interconnections between NJTSS, MTSS, RTI, and PSW is a necessary component of the overall effort to identify students' individual needs sooner and provide appropriate, targeted, individually designed instruction using the students' own strengths to remediate/compensate for weaknesses.	Attend district NJTSS professional development. Collaborate with counselors, CST, administration and intervention teams. Utilize attendance, academic, LinkIt!, Genesis, and discipline data. Review Tier II and Tier III intervention procedures. Participate in Early Warning Indicator meetings.	20	6/1/2027
2	Improve the successful transition of incoming freshmen into Bayonne High School by establishing consistent schoolwide expectations, increasing student connectedness, and providing targeted academic and behavioral support during the first year of high school.	Develop and distribute the Handbook. Conduct freshman orientation sessions. Meet with counselors to identify at-risk freshmen. Review attendance, discipline and grades monthly. Increase parent communication during the first marking period.	20	6/1/2027
3	Strengthen instructional leadership through meaningful classroom observations, timely feedback, and collaborative coaching conversations that promote reflective teaching practices and continuous professional growth.	Conduct formal and informal classroom observations. Provide written feedback within district timelines. Meet with teachers for reflective post conferences. Participate in district administrator professional learning.	20	6/1/2027

3. School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying Activities

The Bayonne School district will provide the New Jersey Mandatory Trainings through an online management system called Safe Schools. Mandated trainings include Achieve NJ, Harassment, Intimidation and Bullying; Section 504 of the Rehabilitation Act; Child Abuse N.J.; Suicide Prevention; Alcohol and Drug Awareness for Employees; Blood Borne Pathogens; Family Educational Rights and Privacy Act; Hazardous Communications; Asthma; Anaphylactic and Anaphylaxis Shock; LGBTQ+ / Persons with disabilities, Amistad / Holocaust, SEL, Seizure, and Gang Awareness. PD activities also include those; which address ethics, law and governance. A comprehensive HIB training is also completed annually for all staff members in the district. Principals will complete school security trainings. For the 2026-27 school year, Dyslexia, SEL, LGBTQ+, G & T / 2E, and AED training (Janet's Law), Genesis SIS, and Google Classroom will also be provided. Provide Team of Administrators' yearly refresher training for Danielson 2022 Rubrics / Marshall, SGOs, mSGPs, and Inter-rater reliability. Address state requirements for professional development in ethics, law, and governance, and other issues related to student safety and well-being (N.J.S.A. 6A:9-15.8) for district administrators.

Administrator
Signature:

K. J. Mahoney

Date: 09/17/2026

Supervisor Signature:

Wahera Brown

Chief Academic
Title: Officer

Date: 9/25/2026

4. PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Administrator
Signature:

Date: _____

Supervisor Signature:

Chief Academic
Title: Officer

Date: _____

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

Administrator
Signature:

Date: _____

Supervisor Signature:

Chief Academic
Title: Officer

Date: _____